

DOCUMENT RESUME

ED 356 226

SP 034 474

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TITLE Teacher Supply & Demand in Michigan and the United States.
INSTITUTION Michigan State Univ., East Lansing. Career Development and Placement Services.; Michigan State Univ., East Lansing. Collegiate Employment Research Inst.
PUB DATE 93
NOTE 15p.; For an earlier report, see ED 348 335.
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Beginning Teachers; Birth Rate; Elementary School Teachers; Elementary Secondary Education; *Employment Opportunities; Intellectual Disciplines; Public Schools; Secondary School Teachers; *Teacher Characteristics; Teacher Distribution; Teacher Persistence; Teacher Placement; Teacher Retirement; *Teacher Supply and Demand; Teaching (Occupation); Trend Analysis
IDENTIFIERS Flexibility (Teacher); *Michigan; *United States

ABSTRACT

This study examines the tight job market for teachers and other education professionals in Michigan and the United States. Expanding employment possibilities can be achieved by an awareness of market trends and a willingness to be flexible. Flexibility includes broadening one's scope, developing expertise in high demand subject areas, expanding geographical considerations and being willing to relocate to regions undergoing teacher shortages, seeking employment in private or parochial schools, extending coaching options, and willingness to supervise extracurricular activities. A series of tables display U.S. and/or Michigan public school statistics including: the number of teachers prepared and employed in Michigan; enrollment figures; new births by year; new retirements; new hires; anticipated employment of classroom teachers; teacher and other professional staff changes by gender and racial/ethnic origin; average salary of classroom teachers 1990-91; high demand subject areas; qualities desired in recent graduates; and percentage changes in public school enrollment from fall 1985 to fall 1990. (LL)

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TEACHER SUPPLY & DEMAND

In Michigan and the United State 1993

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MICHIGAN STATE UNIVERSITY, CAREER DEVELOPMENT AND PLACEMENT SERVICES
COLLEGIATE EMPLOYMENT RESEARCH INSTITUTE

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TO THE EDUCATIONAL RESOURCES
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By **L. Patrick Scheetz, Ph.D.**
Institute Director
and
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The job market for more than 2,000,000 teachers and other education professionals nationwide is rather discouraging. According to *Recruiting Trends 1991-1992: Survey Supplement for Elementary and Secondary School Systems*, a survey of 303 elementary and secondary school districts nationwide, the 276 school districts reportedly hiring for the 1991-92 school year expect to see a considerable decrease for 1992-93 (Scheetz 1992b). This statistic is quite disheartening, but the picture is even more competitive for those hoping to teach in Michigan. The future of educational reform in the state is currently in question, and the economic

systems cannot be overlooked — of the 5,398 Michigan certificates granted to new teacher education graduates, 3,066 new graduates found teaching jobs in the state. Therefore, anyone hoping to find employment in Michigan's educational system needs to closely examine his or her focus and consider alternative routes. For example, if prospective Michigan teachers are more willing to relocate after completing their education, they may find employment in many of the geographical areas currently struggling with teacher shortages. While the overall outlook for teachers in the United States is discouraging, there are still many regions in need of new teachers; the key is to discover those areas and direct your attention appropriately.

There is considerable hope for minority applicants because of the fact that there is a definite need for minor-

flexible in his or her job search, the chances of finding employment will greatly increase.

Some relief may also be found in Michigan parochial and private schools. Together, these schools employ about 10,000 teachers, and approximately 500 to 600 new teachers are hired by these sources each year.

Regardless of these few openings, the best hope for new teacher education graduates is still most likely found in other states. The oversupply in Michigan may be due to an unwillingness of newly educated Michigan teachers to relocate; therefore, if more take advantage of the opportunities in other states, Michigan's excess supply may slowly diminish. Although the national outlook is dreary, opportunities indeed exist in several geographic regions. For example, according to a study conducted by the Association for School, College and University Staff-

" Of the 5,398 Michigan certificates granted to new teacher graduates, 3,066 new graduates found teaching jobs in the state. "

recession has led to extreme limitations on state revenues for education.

The gap between the number of new teachers prepared and the number employed in Michigan public school

ity teachers in most regions of the country. Also, there are certain subject areas where teachers are badly needed. If a prospective teacher pays attention to these factors and remains

ing, Inc, there is a "balance to some shortage" of teachers in Texas, Oklahoma, Alaska, and Louisiana. Similarly, California, Nevada, Utah, and Arizona, though not as high in de-

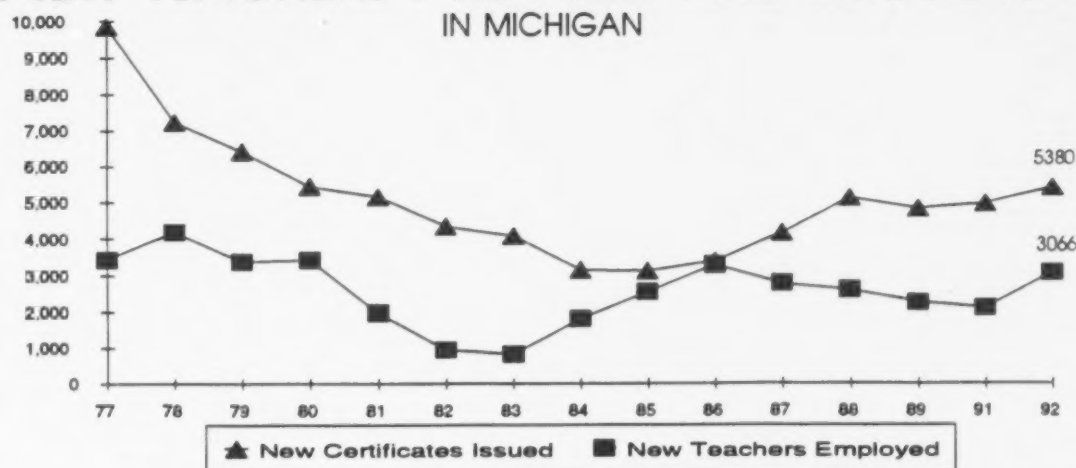
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NEW TEACHERS PREPARED AND EMPLOYED IN MICHIGAN



SOURCE: Michigan Department of Education. 1992. *Professional Personnel Report 1991-92 and Teacher Certification Approvals 1991-92*. Lansing, MI: Michigan Department of Education.

mand, also have a shortage of teachers (Nicholas 1992). There is also some hope in certain Western and Southern states: in 1991, Colorado added \$70 million to its state education budget; Idaho added 1,000 teachers to its educational system for the Fall of 1991; Washington proposed a 12 percent increase in educational spending; as of Spring of 1991, officials in Louisiana had been trying to increase teachers' salaries since 1988; and Georgia and Arkansas expected to see "few, if any teacher layoffs" in the near future (Mitgang 1991).

Despite these more encouraging statistics, however, several states' circumstances mirror those of Michigan. For instance, California officials proposed a \$2 billion cut in school funding in 1991; New Yorkers faced a possible \$893 million cut in funding; teachers expected to see approximately 4,000 to 6,000 layoffs in the Fall of 1991 in Florida alone; approximately 1,500 teachers in Minnesota were expecting layoffs for the 1991-92 school year; and, despite the 2,000 Massachusetts teachers who lost their jobs in 1990, the 1991-92 school year was predicted to be "a great deal worse" (Mitgang 1991). In Los Angeles, teachers are being asked to take a 17.5 percent cut in pay and a 4 percent cut in health benefits and, nationally, the 3.6 percent rise in public school teachers' salaries is "the smallest percentage increase in 27 years," according to the American Federation of Teachers (Teacher salaries inch up 1992).

The scenario for minority teachers in Michigan and the United States is far from discouraging. In fact, school districts are facing difficulties in their attempts to recruit minorities interested in teaching, despite the overwhelming need for minority representation in the classroom. The percentage of

K-12 students who are minorities in Michigan—22.2 percent—is more than double the percentage of teachers who are minorities—10.7 percent. Similarly, on a national level, the percentage of K-12 minority teachers is a mere 10.3 percent, while 28.7 percent of the nation's students are minorities (Gutierrez 1991).

According to a recent study conducted at Michigan State University's Collegiate Employment Research Institute, various school districts throughout Michigan are implementing programs for the identification, recruitment, and retention of minority teachers and other professionals. Of the 243 school districts responding to the question in *Demand for Teachers in Michigan 1990-91* regarding minority recruitment, 10.3 percent reported having programs. These programs included "active on-campus recruitment visits; posting of job openings; networking with regional teacher placement officers (GLASCUS); attending teacher fairs at nearby universities; interviewing all applicants to the districts; and networking among community leaders, professionals, church groups, and minority caucus groups." Other tactics involved invitations to all candidates, specifically minorities, to apply for positions listed with universities and requesting credentials of minority teacher candidates from placement offices (Scheetz and Brandou 1990).

According to a report released by Career Development and Placement Services at Michigan State University, teachers of certain subjects are in higher demand than others. For example, there is a "low supply/high demand," with many more positions than college graduates, in the areas of chemistry, earth science, industrial arts, mathematics, physics, teaching of the emotionally disturbed and learning disabled

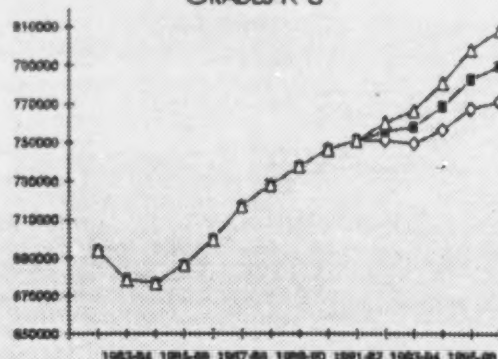
(with experience and M.S.), and school psychologists/diagnosticians (Ed.S or Ph.D) (Scheetz 1992a). Some areas facing a "possible shortage," with a few more positions than graduates, for 1992-93 are agricultural education, business education, counseling (M.S. and 3 years of teaching experience), data processing, deaf education, distributive education, driver education, general science, librarians, teaching the mentally handicapped, physical science, reading instruction, speech correction (M.S. required), teaching the visually handicapped, swimming coaches, and wrestling coaches (Scheetz 1992a). Some categories with a "surplus" and many more college graduates than positions — categories new graduates may want to avoid if possible — are biology, conservation/natural resources education, economics, geography, government, health education, Latin, physical education, political science, psychology, recreation, sociology, speech, and theater (Scheetz 1992a). Other subject areas, teaching positions, and staff assignments difficult for school districts to fill include special education (especially learning disabilities, emotionally disturbed, speech/language therapists, physical therapists, occupational therapists, school social workers, and psychologists); the sciences (especially physics, chemistry, and earth sciences); computer skills instructors; foreign languages (especially Spanish and French); vocational/technical education; elementary counselors; and music (especially vocal, instrumental, band, and strings) (Scheetz and Brandou 1990).

It is always wise for prospective teachers to develop additional endorsements on teaching certificates, but new teachers should know that not all specializations are in high demand. Those seeking additional endorsements as a way of furthering their chances of gaining employment should be warned that if few classes of a subject are required of students, then few teachers will be required to teach them, and limited openings for new teachers can be expected.

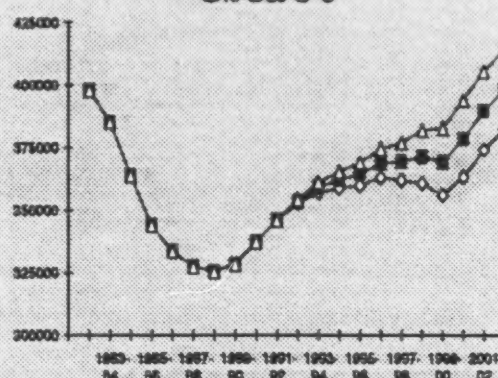
Despite the discouraging statistics for new teachers, there are many attempts to alleviate the problem. A number of school districts, in an effort to reduce the oversupply of teachers, are offering various incentive packages to encourage early retirements, thus creating more openings for younger, newer teachers. For example, if a teacher retires at a certain age and has a minimum number of years of experience, he or she may receive a cash bonus or severance pay. Cash payments for each consecutive year following a teacher's retirement and continued payment of insurance may also aid those retiring early. Likewise, "lump sum" payments for unused sick and personal leave, and paid insurance premiums to

ENROLLMENT PROJECTIONS FOR MICHIGAN PUBLIC SCHOOLS

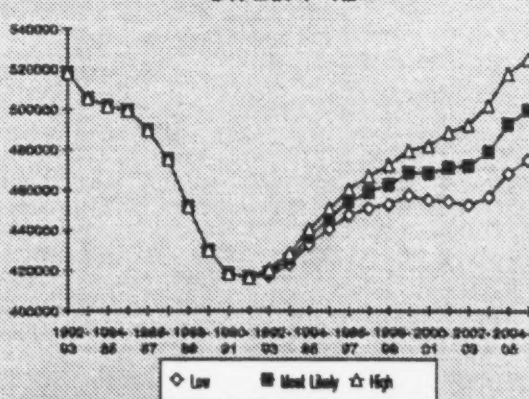
GRADES K-5



GRADES 6-8



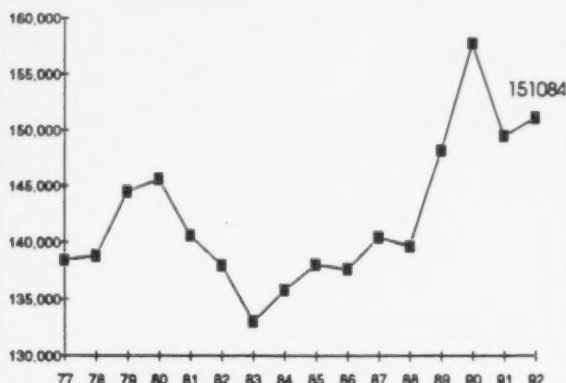
GRADES 9-12



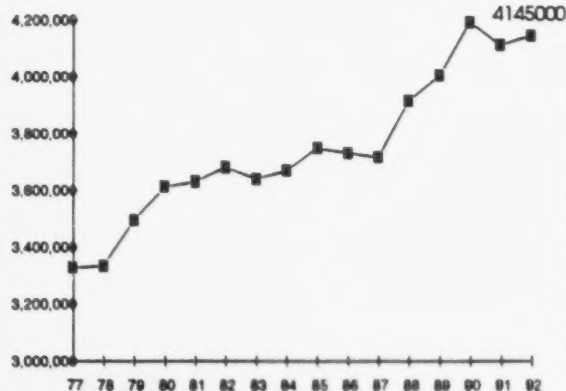
SOURCE: Hecker, Stanley E. and Frederick R. Ignatovich. 1992. *Michigan Total and Public Enrollment Projections Based On 1982-83 Through 1990-91 Membership Data*. East Lansing, MI: College of Education, Michigan State University.

NEW BIRTHS BY YEAR

MICHIGAN BIRTHS



U.S. BIRTHS



SOURCE: Hecker, Stanley E. and Frederick R. Ignatovich. 1992. *Michigan Total and Public Enrollment Projections Based On 1982-83 Through 1990-91 Membership Data*. East Lansing, MI.: College of Education, Michigan State University.

age 65" are often means for helping retired teachers. However, any school district using retirement incentives must be careful when establishing a program, to avoid discriminating against selected individuals (Scheetz and Brandou 1990, Scheetz 1992b).

For those new teachers discouraged by their search for employment, it may help them to recognize the qualities elementary and secondary school districts desire. According to *Recruiting Trends 1990-91*, a national survey of job market trends, school districts deem the following traits as "always important:" honesty and integrity; dependability; oral communication skills; teaching competencies; enthusiasm; an excellent example for others; commitment to helping others; emotional stability; common sense; mental stability; sense of responsibility; reliability; concern for others; understanding of the classroom situation; and cooperativeness (Scheetz 1990). If a new teacher concentrates on developing these qualities, as well as various other skills and abilities, he or she should be able to increase the chances of finding a teaching position.

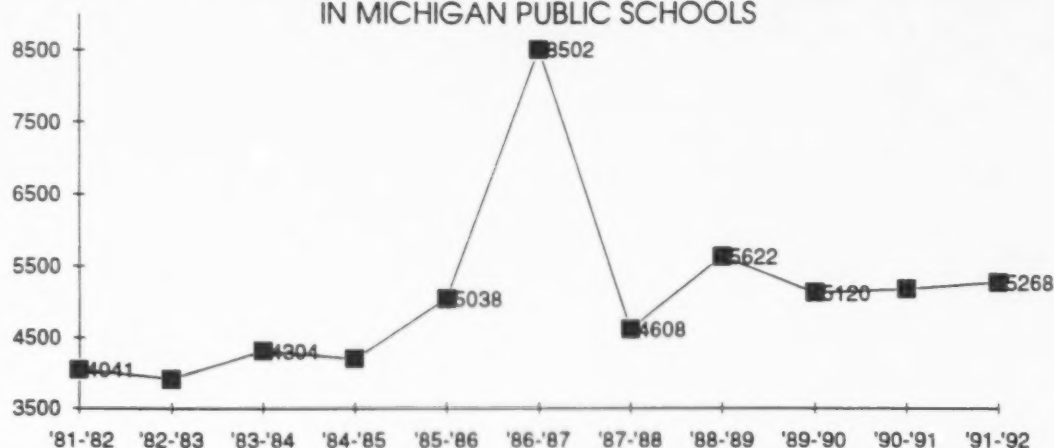
“ Teacher education graduates can also find hope in the anticipated employment of classroom teachers in the United States. ”

Although the outlook for teachers may appear dismal across the nation and particularly in Michigan, there is hope in the fact that this year marks the first time in six years that the number of new hires has increased in Michigan—from 2,683 in 1990-91 to 3,066 in 1991-92. Furthermore, the increase in the number of births — 34,000 new births nationwide between 1991 and 1992 and 1,606 new births in Michigan between 1991 and 1992—is also hopeful (Bureau of the Census 1992, Hecker and Ignatovich 1992).

As a consequence of the growth in the number of births, Michigan public school enrollment projections reflect increases as well. From 1990-91 to 1991-92, the number of K-5 students enrolled in Michigan public schools increased from 746,779 to 751,465, and this number should escalate to 789,769 by 1996-97. Similarly, the number of 6-8 grade students enrolled in Michigan public schools is expected to increase by 22,605 and the number of 9-12 graders should rise by 37,403 students by 1996-97 (Hecker and Ignatovich 1992). The effects of more births and, consequently, higher enrollment figures will likely have a positive impact on the outlook for teachers both in the United States and Michigan.

Teacher education graduates can also find hope in the anticipated employment of classroom teachers in the

NEW RETIREMENTS IN MICHIGAN PUBLIC SCHOOLS



SOURCE: Pearl Ann Miller, Administrative Assistant, Michigan Public School Retirement System. Letter to Patrick Scheetz on Oct. 2, 1989 and telephone call on October 29, 1992. Lansing, MI.: Michigan Department of Management and Budget.

United States. Although there may be a slight decline from 1991 to 1992, we should expect to see a steady rise in the number of teachers employed in the U.S. from 1992 to 2002 (National Center for Education Statistics 1991).

With this in mind, those looking for teaching positions should not become overly discouraged about the job market. It is quite possible to find employment in a tight job market, as long as graduates are well-rounded, well-prepared, aware of job market trends, and adaptable to their surroundings. This adaptability includes broadening the scope of education to include minor subject areas that are in high demand, specializing in areas suffering from shortages, expanding geographical considerations and being flexible about relocating, and extending coaching options and availability to supervise extracurricular activities. By developing themselves as fully as possible and keeping alert to their surroundings, the thousands of new teachers graduating each year and competing for a limited number of positions should all be able to become highly competitive candidates. ■

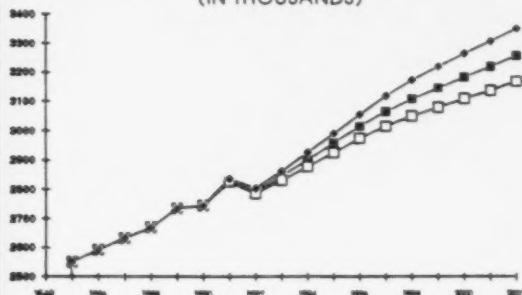
NEW TEACHERS HIRED AND TOTAL EMPLOYED BY MICHIGAN PUBLIC SCHOOL DISTRICTS IN 1991-1992

TEACHING CATEGORIES	NEW TEACHERS HIRED	TOTAL TEACHERS EMPLOYED
Elementary Education	1,188	35,758
Special Education	432	11,890
English/Language Arts	273	8,954
Mathematics	245	6,221
Social Sciences	153	6,022
Sciences	230	5,353
Physical Education/ Health	98	4,453
Industrial Arts/ Voc. Educ.	54	2,937
Music Education	123	2,711
School Counselors	32	2,696
Business Education	38	2,515
Foreign Languages	122	2,173
Art/Fine Arts	57	1,989
Other Miscellaneous	45	1,822
Speech Correctionists	61	1,672
Home Economics	27	1,477
School Librarians	23	1,188
School Social Workers	74	1,153
School Psychologists	31	876
School Nurses	8	214
Agricultural Education	3	151
GRAND TOTAL:	3,424	110,686

SOURCE: Michigan Department of Education. 1992. *Professional Personnel Report 1991-92*. Lansing, MI.: Michigan Department of Education.

ANTICIPATED EMPLOYMENT OF CLASSROOM TEACHERS

HIGH, MEDIUM AND LOW NATIONAL PROJECTIONS
(IN THOUSANDS)



SOURCE: National Center for Education Statistics. 1991.
Projections of Education Statistics to 2007. Washington,
D.C.: U.S. Department of Education.

TECHNIQUES USED BY SCHOOL DISTRICTS TO REDUCE TURNOVER AMONG NEW HIRES

- Mentor teachers with experience assigned to rookies to help them fit into the district.
- Principals advised to work more closely with beginning teachers and communicate often with them.
- Performance appraisals to become aware of the new teacher's needs and help them become quickly acclimated to their new environment.
- New teacher orientation programs and staff development seminars.
- Adequate beginning salaries and excellent employee benefit programs are sufficient encouragement for many new teachers.
- Careful pre-employment screening, background/ reference checks and proper placement in a teaching assignment.
- Termination conferences to inquire about reasons for leaving.

SOURCE: Scheetz, L. Patrick. 1990. *Recruiting Trends 1990-91*. East Lansing, MI.: Collegiate Employment Research Institute, Michigan State University. p. 75, 77. \$25.

TOTAL CLASSROOM TEACHERS

IN PUBLIC SCHOOL SYSTEMS

1990-91

STATES	TOTAL	STATES	TOTAL	STATES	TOTAL
California	214,900	Tennessee	43,640	Nebraska	18,550
Texas	206,399	Louisiana	43,610	Utah	18,474
New York	188,900	Maryland	42,143	New Mexico	16,233
Florida	108,088	Washington	41,816	Maine	14,523
Pennsylvania	104,800	Alabama	40,010	Idaho	11,254
Illinois	104,543	Kentucky	36,651	New Hampshire	10,665
Ohio	102,348	Oklahoma	36,600	Nevada	10,384
New Jersey	81,934	South Carolina	35,600	Hawaii	9,760
Michigan	80,908	Arizona	35,278	Montana	9,539
Georgia	68,859	Connecticut	35,164	Rhode Island	9,437
North Carolina	64,335	Colorado	32,461	South Dakota	8,331
Virginia	63,879	Iowa	31,119	North Dakota	7,528
Massachusetts	59,040	Kansas	29,086	Vermont	7,128
Indiana	55,396	Mississippi	27,714	District of Columbia	7,126
Missouri	51,330	Oregon	25,758	Alaska	6,586
Wisconsin	47,664	Arkansas	25,593	Wyoming	6,554
Minnesota	43,771	West Virginia	21,476	Delaware	5,951
United States			2,408,836		

SOURCE: National Education Association. 1991. *Estimates of School Statistics 1990-91*. Washington, D.C.: National Education Association, p. 34.

TEACHERS AND OTHER PROFESSIONAL STAFF

CHANGES IN MICHIGAN PUBLIC SCHOOL DISTRICTS

BY GENDER AND RACIAL/ETHNIC ORIGIN

Between 1987-88 and 1988-89...

RACIAL/ETHNIC ORIGIN	STAFF LEAVING		STAFF HIRED	
	TOTAL	PERCENT	TOTAL	PERCENT
Indian	19	0.3%	19	0.3%
White	5,255	85.9%	5,345	91.9%
Black	782	12.8%	384	6.6%
Asian	23	0.3%	25	0.4%
Hispanic	42	0.7%	40	0.7%
TOTAL	6,121	100.0%	5,813	100.0%

Between 1988-89 and 1989-90...

RACIAL/ETHNIC ORIGIN	STAFF LEAVING		STAFF HIRED	
	TOTAL	PERCENT	TOTAL	PERCENT
Indian	12	0.2%	34	0.6%
White	5,175	88.7%	4,703	90.9%
Black	597	10.2%	378	7.3%
Asian	24	0.4%	25	0.5%
Hispanic	27	0.5%	34	0.6%
TOTAL	6,121	100.0%	5,813	100.0%

Source: Lanier, Judith, L. Patrick Scheetz, and Sue Poppink. 1992. *The Michigan Teacher* (Preliminary). East Lansing, MI.: Collegiate Employment Research Institute, Michigan State University.

AVERAGE SALARIES OF CLASSROOM TEACHERS 1990-91

STATE	AVERAGE	STATE	AVERAGE
District of Columbia	\$51,278	Florida	\$31,940
Connecticut	\$45,356	Kansas	\$31,390
Alaska	\$44,454	New Hampshire	\$30,926
New York	\$42,700	Kentucky	\$30,395
Massachusetts	\$41,770	Montana	\$30,321
California	\$40,964	North Carolina	\$30,196
New Jersey	\$40,785	Wyoming	\$30,162
Maryland	\$39,827	Missouri	\$29,750
Rhode Island	\$38,733	Maine	\$29,701
Michigan	\$38,554	South Carolina	\$29,430
Delaware	\$36,500	Texas	\$29,405
Pennsylvania	\$36,259	Tennessee	\$29,371
Illinois	\$35,913	Iowa	\$28,883
Arizona	\$35,159	Alabama	\$28,800
Minnesota	\$34,464	Nebraska	\$28,093
Washington	\$34,373	New Mexico	\$27,494
Ohio	\$33,873	Louisiana	\$27,040
Nevada	\$33,709	West Virginia	\$26,967
Oregon	\$33,600	Idaho	\$26,591
Wisconsin	\$33,580	Utah	\$25,415
Hawaii	\$33,548	Oklahoma	\$25,341
Georgia	\$33,522	Mississippi	\$25,256
Virginia	\$33,151	North Dakota	\$24,349
Colorado	\$33,067	Arkansas	\$23,345
Indiana	\$32,270	South Dakota	\$23,181
Vermont	\$32,260	United States	\$34,456

SOURCE: National Education Association. 1991. *Estimates of School Statistics 1990-91*. Washington, D.C.: National Education Association, p. 35.

ELEMENTARY & SECONDARY TEACHER EDUCATION REPORT

BASED ON SUPPLY AND DEMAND FOR GRADUATION
1992-93

HIGH DEMAND

Chemistry	Physical Therapist
Earth Science	Physics
Emotionally Disturbed	School Psychologist/
Industrial Arts	Diag-
Learning Disabilities	nostician (Ed.S or Ph.D.)
(M.S. & experience)	School Social Worker
Mathematics	(MSW)
Occupational Therapist	

GOOD DEMAND

Agricultural Education	Librarian
Business Education	Mentally Handicapped
Counseling (M.S. & 3	Physical Science
yrs.	Reading Instruction
experience)	Speech Correction (M.A.
Data Processing	required)
Deaf Education	Visually Handicapped
Distributive Education	Swimming Coach
Driver Education	Wrestling Coach
General Science	

NEAR BALANCE

Art
English
French
Home Economics
Instrumental Music
Physically Handicapped
Spanish
Vocal Music
Football Coaching
Basketball Coaching

ADEQUATE SUPPLY

Child Development
Elementary Education
German
History
Journalism
Social Studies
Baseball Coaching
Golf Coaching
Tennis Coaching
Track Coaching

SURPLUS

Biology	Physical Education
Conservation/ Natural	Political Science
Resources Education	Psychology
Economics	Recreation
Geography	Sociology
Government	Speech
Health Education	Theatre
Latin	

High Demand: Many
more positions than
college graduates

Good Demand: Many
more positions than
graduates

Near Balance: Approximately as
many positions as
college graduates

Adequate Supply: A
few more college
graduates than
positions

Surplus: Many more
college graduates
than positions

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Placement Services,
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gan State University, Annual.

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QUALITIES DESIRED IN NEW COLLEGE GRADUATES

BY ELEMENTARY AND SECONDARY SCHOOL DISTRICTS

ALWAYS IMPORTANT

Honesty and integrity	Emotional stability
Dependability	Common sense
Oral communication skills	Attitudes toward work
Teaching competencies	Mental stability
Enthusiasm	Sense of responsibility
An excellent example for others	Reliability
Commitment to helping others	Concern for others
	Understanding of the classroom situation
	Cooperativeness

USUALLY IMPORTANT

Ability to get things done	Maturity
Initiative	Knowledge of work expectancy
Intelligence	Self-understanding
Mental alertness	Perseverance
Desire to accept responsibility	Responsiveness
Judgement skills	Team management skills
Well-developed work habits	Willingness to continue their education
Self-confidence	Time management skills
Writing skills	Willingness to seek help
Courteousness	Sociability
Energy level	Independence
Creative thinking skills	Willingness to take extra assignments
Adaptability	Staying power and stability with an organization
Personality	Directness
Friendliness	Leadership skills
Possesses self-pride	Ability to "go along" with an organization's way of doing things
Speaking abilities	Physical fitness
Flexibility/ adaptability to change	Tactical and strategic planning skills
Ambition	Previous career related work experiences
Motivation to achieve	Range of interests
Suitable/ neatness of appearance	Career aspirations
Innovative ideas	Appropriate establishment views
Decision-making abilities	Willingness to relocate
Self-reliance	
Physical health	
Excellent student teaching experience	
Problem-solving skills	
Sense of humor	
Diplomacy/tactfulness	

IMPORTANT, DEPENDING UPON JOB

Interests in current events
Competitive abilities
Attitudes toward one's own family
Mathematical skills
Computer literacy
Entrepreneurial spirit
Ability to delegate to others
Ability to work in close quarters
Need for external reinforcement
Research skills
Budgeting abilities
Foreign language competencies
Candidate's prior knowledge of a school district

SELECTIVELY IMPORTANT

Youthfulness
Financial planning skills
Overseas travel interests

SOURCE: Scheetz, L. Patrick. 1990. *Recruiting Trends 1990-91*. East Lansing, MI: Collegiate Employment Research Institute, Michigan State University. p. 74. \$25.

PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENT FROM FALL 1985 TO FALL 1990

STATE	PERCENT CHANGE SINCE 1985	TOTAL ENROLLMENT 1990-1991	STATE	PERCENT CHANGE SINCE 1985	TOTAL ENROLLMENT 1990-1991
Nevada	23.00%	201,310	Nebraska	2.63%	273,002
Florida	16.23%	1,861,592	Tennessee	2.18%	833,590
California	14.31%	4,950,474	Missouri	1.89%	810,450
Washington	10.93%	840,554	Maine	1.60%	210,200
Utah	9.32%	444,732	Arkansas	0.70%	436,460
Oregon	7.67%	484,700	Illinois	0.45%	1,784,853
Georgia	7.56%	1,151,687	Connecticut	0.11%	472,970
Minnesota	7.37%	751,913	Pennsylvania	-0.35%	1,667,630
Mississippi	7.17%	500,122	Iowa	-0.37%	483,652
New Hampshire	6.85%	172,807	Alabama	-0.59%	726,158
Delaware	6.78%	99,658	North Dakota	-0.71%	117,134
New Mexico	6.44%	283,104	Massachusetts	-0.85%	834,159
Arizona	6.33%	636,500	North Carolina	-0.95%	1,082,558
Vermont	6.27%	96,230	Ohio	-1.58%	1,765,500
Maryland	6.10%	715,152	Montana	-1.58%	151,669
Texas	6.08%	3,353,270	New York	-1.78%	2,563,000
Kansas	5.96%	436,250	Indiana	-1.78%	949,133
Idaho	4.26%	220,840	Kentucky	-2.19%	630,091
Alaska	4.20%	112,161	New Jersey	-3.11%	1,082,561
Hawaii	4.18%	171,056	Louisiana	-3.26%	779,161
South Dakota	3.70%	128,635	Oklahoma	-3.29%	577,000
Colorado	3.36%	569,792	Wyoming	-4.65%	98,210
Rhode Island	3.26%	137,946	Michigan	-6.17%	1,582,321
Virginia	3.04%	998,463	District of Columbia	-7.93%	80,694
Wisconsin	2.90%	790,900	West Virginia	-10.80%	323,021
South Carolina	2.86%	622,618	—United States	2.58%	40,512,243

SOURCE: National Education Association. 1991. *Estimates of School Statistics 1990-91*. Washington, D.C.: National Education Association, p. 30.

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The Collegiate Employment Research Institute was established by the Michigan Legislature in 1984. The Institute is charged with the task of examining issues related to career development and the employment of college graduates. Various research projects are underway, including the study covered in this report. These research efforts attempt to provide high school counselors, college placement officials, employers and individuals with useful information for career planning and job campaigning decisions. Reproductions of these articles with their proper credits are encouraged. Please distribute copies to all guidance counselors and career advisors.

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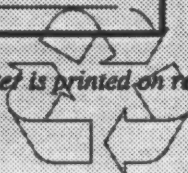
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